Στάσεις παιδαγωγών προσχολικής ηλικίας σχετικά με την συνεκπαίδευση παιδιών με αυτισμό

της Σκεπετάρη Βασιλικής

Εγκεκριμένο από την τριμελή επιτροπή:
1ος Επιβλέπων: ΚΟΡΡΕ ΕΙΡΗΝΗ ΕΠΙΚΟΥΡΗ ΚΑΘΗΓΗΤΡΙΑ Τ.Ε.Φ. Δ.Π.Θ.

2ος Επιβλέπων: ΛΟΥΚΕΡΗΣ ΔΙΟΝΥΣΙΟΣ ΣΥΝΕΡΓΑΖΟΜΕΝΟΣ ΕΡΕΥΝΗΤΗΣ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

3ος Επιβλέπων: ΤΑΒΟΥΛΑΡΗ ΖΑΧΑΡΟΥΛΑ ΣΥΝΕΡΓΑΤΙΔΑ ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»

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Περίληψη

Η παρούσα ερευνητική εργασία έχει σκοπό την διερεύνηση των στάσεων παιδαγωγών προσχολικής ηλικίας αναφορικά με την εκπαίδευση παιδιών με αυτισμό. Ο αυτισμός χαρακτηρίζεται από ελλείμματα στην κοινωνική αλληλεπίδραση και την επικοινωνία και από περιορισμένα επαναληπτικά και στερεότυπα πρότυπα συμπεριφοράς. Η συνεκπαίδευση των παιδιών με αυτισμό σηματοδοτεί την μετάβαση από ένα μοντέλο κοινωνικής πρόνοιας των παιδιών με αυτισμό σε ένα μοντέλο ίσων ευκαιριών και δικαιωμάτων που χαρακτηρίζεται από την αποδοχή της διαφορετικότητας. Η ανάλυση των δεδομένων έγινε με την χρήση της περιγραφικής και της επαγωγικής στατιστικής για κατηγορικά δεδομένα. Τα αποτελέσματα της περιγραφικής στατιστικής έδειξαν ότι οι νηπιαγωγοί/βρεφονηπιαγωγοί διάκεινται θετικά προς την συνεκπαίδευση των παιδιών με αυτισμό, αν και ένα μικρότερο αλλά σημαντικό ποσοστό είναι επιφυλακτικοί έως αρνητικοί. Το Στατιστικό Κριτήριο t για Ανεξάρτητα Δείγματα έδειξε ότι υπάρχει σημαντική διαφορά μεταξύ της «επιμόρφωσης σχετικά με θέματα ειδικής αγωγής» και του παράγοντα «στάσεις σχετικά με την αποτελεσματικότητα της συνεκπαίδευσης» και μεταξύ των «σπουδών» και των τριών παραγόντων της συνεκπαίδευσης της κλίμακας TATIS. Επίσης, δεν βρέθηκε επίδραση της «γνώσης του θεσμικού πλαισίου της ειδικής αγωγής» και του «τύπου νηπιαγωγείου ή παιδικού σταθμού» στις στάσεις των παιδαγωγών προς την συνεκπαίδευση. Η Ανάλυση Διακύμανσης με ένα παράγοντα (ANOVA) έδειξε ότι δεν υπάρχει στατιστικά σημαντική διαφορά μεταξύ της «ηλικίας» και των «ετών υπηρεσίας» των νηπιαγωγών/ βρεφονηπιαγωγών και της στάσης τους προς την συνεκπαίδευση.

Abstract

The present research aims to investigate the attitudes of preschool teachers regarding the education of children with autism. Autism is characterized by deficits in social interaction and communication and limited repetitive and stereotyped patterns of behavior. Inclusion, however, marks the transition from a welfare model to a model of equal opportunities and rights which is characterized by diversity embracing. Data analysis was carried out using descriptive and inductive statistics for categorical data. The results of descriptive statistics have shown that preschool teachers are favorably inclusive of autistic children, although a smaller but significant proportion expressed skeptical to negative attitudes. The Statistical Criterion for Independent Samples t showed that there is a significant difference between "special education training" and "attitudes towards the effectiveness of inclusive education" and between "studies" and all three factors of inclusion of TATIS. In addition, no effect of "knowledge of the institutional context of special education" and of "kindergarten or kindergarten type" on preschool teachers' attitudes towards inclusion was found. One-way Analysis of Variance (ANOVA) showed that there was no statistically significant difference between preschool teachers' "age" and "years of service" and their attitude towards inclusion.

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